

## Expressive Arts and Design - Being Imaginative

### 40-60+ months

- Create simple representations of people, events and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours for a purpose.
- Introduces a story or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively with other children as part of a group to develop and act out a narrative.

**Early Learning Goal** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feeling through design and technology, art, music, dance, role play and stories.

**Exceeding** Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.



## Information for parents about the Early Years Curriculum

*Understanding the World*  
*Physical Development*  
*Expressive Arts and Design*

## Physical Development - Moving and Handling

### 40-60+ months

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

**Early Learning Goal** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Exceeding** Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

## Understanding the World - The World

### 40-60+ months

- Looks closely at similarities, differences, patterns and change.

**Early Learning Goal** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environment might vary from one another. They make observations of animals and plants and ex-

**Exceeding** Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area that they live in. They know the properties of some materials and can suggest some of the purposes that they are used for. They are familiar with basic scientific concepts such as floating, sinking and experimentation.

## Understanding the World - People and Communities

### 40-60+ months

- Enjoys joining in with family customs and routines.

**Early Learning Goal** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Exceeding** Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

## Physical Development - Health and Self Care

### 40-60+ months

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

**Early Learning Goal** Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Exceeding** Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing buttons or laces.

## Expressive Arts and Design - Exploring and Using Media and Materials

### 40-60+ months

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

**Early Learning Goal** Children sing songs, make music and dance and experiment with ways of changing them. They safely explore and use a range of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Exceeding** Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

## Understanding the World - Technology

### 40-60+ months

- Completes a simple program on a computer.
- Interacts with age appropriate computer software.

**Early Learning Goal** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Exceeding** Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need for example by deciding how best to make a record of a special event in their lives, such as a journey on a steam train.